

CALIFORNIA -SCHOOLS-



April, 1938

CALIFORNIA SCHOOLS

Volume IX

April, 1938

Number 4

Official Publication Issued Monthly by the
California State Department of Education

WALTER F. DEXTER, Superintendent of Public Instruction
Editor: IVAN R. WATERMAN, Chief, Division of Textbooks and Publications

Entered as second-class matter May 8, 1930, at the Post Office at Sacramento, California,
under the Act of August 24, 1912

CONTENTS

	Page
The Function of Education and the Responsibility of the Educator in American Democracy	79
Departmental Communications	83
Interpretations of School Law	84
For Your Information	86
Professional Literature	94

COVER

The picture on the cover was taken in a seventh-grade class of the Auburn Union Grammar School, Auburn, Placer County, during March, 1938. "The Courtship of Miles Standish" was chosen as a reading unit, as it provided many opportunities for the different reading levels of this group. Sketching scenes from the story, constructing a picture map of Longfellow's many poems, making and arranging of a Miles Standish Dictionary, dramatizing episodes of the plot, reproducing architecture and industries of the period, and writing a history of Indian Tribes were some of the authentic experiences resulting from this study. Agnes Duryea was the reading teacher.

The Function of Education and the Responsibility of the Educator in American Democracy¹

WALTER F. DEXTER, *Superintendent of Public Instruction*

Inasmuch as the people of the state of California consider education as the first responsibility of the state, it is appropriate that we consider it as a great public enterprise.

It is encouraging to note the widespread interest at the present moment in all questions that have to do with social progress. There was a time in American history when the individual had little or no interest in governmental problems. Today, however, men and women in all walks of life are so vitally affected by what the governmental officials, both state and national, think and do that they are anxious to keep in daily contact with public activities. This, of course, is a wholesome attitude because it encourages participation in matters that affect the whole of society. Democracy, in the final analysis, depends for its success upon careful and deliberate consideration of important issues. Since education is the foundation upon which democracy rests, it is not only a privilege but a responsibility to discuss all phases of it on the public platform and in the open forum.

In the main, education is not spectacular. It seldom furnishes material for press headlines. This does not indicate, however, that the subject is without interest. On the contrary, it has a universal appeal. In one way or another, it touches the life of every citizen and resident of our commonwealth. The opportunities which it offers are wide and varied. Educational buildings, together with their recreational grounds, are found in districts ranging in size from a few blocks or squares in the city to many sections and townships in the country. The enrollment in these institutions includes children in the day schools and adults in the evening schools who represent every race, color, and creed. In short, education is cosmopolitan in organization and comprehensive in content and function.

These considerations stimulate and intensify our interest in this phase of our public affairs. They lay the foundation for the analysis of education as a state function. We at once assume that the State Department of Education in Sacramento must be more than an organization of workers. It is a professional body of people primarily concerned with the process of intellectual advancement. As a group

¹Radio address given on the "Public Affairs" program, over Station KNX, February 19, 1938.

of men and women, we have a vital interest in every child in California. Our program, therefore, naturally makes the individual the center of all school activities. With this ideal in mind, we can state frankly what we believe to be the function of education. We can do no better than quote a report of the Educational Policies Commission of the National Education Association of which one of our distinguished educators, Superintendent John A. Sexson of Pasadena, is a member.

In defining the aims, purposes, and ideals of modern education, the statement declares that:

Above all, education has obligations to truth in itself and for its own sake—obligations to seek it, defend it, and make humane use of it. Education must keep alive memories, linking the past with the present and tempering the sensations of the hour by reference to the long experiences of the race. It must kindle and feed the imagination by bringing past achievements of the imagination into view and indicating how new forms of science, art, invention, and human association may be called into being. Education must foster aspiration—the desire to be more, to acquire greater skill and knowledge, and to create. It must cherish beauty as a value in itself and as contributing to mental health, power, and pleasure, as adding rewards to labor and delight to life. Concerned with truth and the great powers of mind and heart, education is bound to assert the liberty in which they may flourish, to quicken minds, to encourage searching and inventiveness, to employ tolerance and the judicial spirit, to inculcate habits of gentleness and justice. On these considerations education has no monopoly, to be sure, but its intrinsic obligations fall within the broad field thus laid out.

To my mind, the most important sentence in this rather lengthy quotation is the first one. All the others support the thesis contained in it. Let me repeat it: "Above all, education has obligations to truth in itself and for its own sake—obligations to seek it, defend it, and make humane use of it."

Thus we recognize that the principal objective of modern education is the discovery of truth. In order to support this position, we shall have to inquire concerning the nature of this aim.

In this connection, modern scholars have observed the significance of the statement of a noted contemporary lecturer, Dr. Daniel Fox, when he said:

Truth is right relationship. If you get the right relationship to water, it will quench your thirst and cleanse your body. If you get the right relationship to fire, it will warm your body and cook your food. If you get the wrong relationship to fire, you will burn. If you get right relationship to electricity, it will change your darkness into daylight, turn the wheels of commerce, and send your car spinning down the street; but if you get the wrong relationship to electricity you will be electrocuted. Truth is right relationship. Patriotism is right relationship to one's country . . . Education is right relationship to knowledge. Ignorance is wrong relationship. Political ignorance means tyranny. Religious ignorance means persecution. Scientific ignorance means intolerance. Business ignorance means disaster. Ignorance always means woe.

In short, we find that the purpose of education is that of building a society of free people. And just at this point we must remember that the greatest of all teachers once said, "You shall know the truth and the truth shall make you free."

In order to accomplish this, our program must be built upon the foundation principles of academic freedom. Having taken this position, we can be reasonably certain of the development of orderly processes of thought and action in the school rooms of today and in the halls of government tomorrow. By this means, public education will help to preserve and foster American democracy in our Republic.

As we attempt to make this objective become a reality we undertake to face our problem in the firm belief that equitable solutions can be found. We at once recognize the importance of the teacher in the realization of this aim. The forty-five thousand members of this honorable profession naturally assume the responsibility of giving direction to our democratic institutions. In order that they might successfully accomplish their purposes and fulfill the requirements placed upon them by an enlightened public they must be adequately prepared for their work. Accordingly, no single item in all our public affairs is of greater significance than the education of teachers. In view of this situation, I am well aware of the fact that the people of our commonwealth have a right to ask the State Department of Education to make two important contributions in this field.

The first is that of training teachers to assume the kind of leadership that naturally finds expression in democratic activities of the classroom and on the school grounds. Our people have a right to demand such a program because the administrative policies of the educational institutions sooner or later become the policies of the city, county, or state organizations. The students of today become the executives of tomorrow.

The second great challenge of teacher training has to do with the growth and development of personality. American democracy is based upon a firm belief in the intrinsic value of the individual. Accordingly, the teacher becomes the representative of the people in promoting this concept of cooperative action.

For this reason, he holds a unique position in modern society. In this connection, Governor Frank F. Merriam, as governmental spokesman for the people of this state, recently observed:

Public education in the United States is now recognized as an integral part of our national democracy. Our schools under the direction of teachers who have been technically and professionally trained, provide an environment for individual growth and group advancement. Through the wide and varied courses of study children are introduced to the problems of life in an orderly manner. They become familiar with the requirements of our local and national institutions. They catch the spirit of a free people and learn to work together in the

common tasks of mankind. They become acquainted with the traditions and ideals of the civilization of which they are a part and by so doing equip themselves to carry their share of the responsibilities of an ever enlarging social order.

This pointed statement, I believe, expresses the conviction of the people of California.

All of us want education to do more than to prepare the individual to make a living. We want it to help him to live a life.

At some other time I shall discuss with you the subject of vocational education. I recognize its importance and believe that through it we accomplish many of the ideals outlined in this presentation. Today, I have tried to confine myself to the thought of education and democracy.

I have said that one of the teacher's tasks is that of inspiring students to cooperate in a friendly and helpful manner to the end that the whole of society might profit and prosper. With this thought in mind, I close by giving to you the words of a distinguished American statesman, who appreciates education as a means to effective and satisfactory living. He hurls a challenge to all of us who believe in universal education as the instrument of American democracy. He says:

The things of the spirit alone persist. It is in that field that the nation makes its lasting progress. To cherish religious faith and the tolerance of all faith; to reflect into every aspect of public life the spirit of charity, the practice of forbearance, and the restraint of passion while reason seeks the way; to lay aside blind prejudice and follow knowledge together; to pursue diligently the common welfare and find within its boundaries our private benefit; to enlarge the borders of opportunity for all and find our own within them; to enhance the greatness of the nation and thereby find for ourselves an individual distinction; to face with courage and confident expectation the task set before us; these are the paths of true glory for this nation. They will lead us to a life more abounding, richer in satisfactions, more enduring in its achievements, more precious in its bequests to our children—a life not merely of conflict, but filled with the joy of creative action.

DEPARTMENTAL COMMUNICATIONS

Office of the Superintendent of Public Instruction

WALTER F. DEXTER, Superintendent

CONVENTION FOR YOUTH

The twelfth annual session of Junior Red Cross delegates to the National Convention of the American Red Cross will convene in San Francisco, May 2 to 5, inclusive. These Junior Red Cross meetings each year have grown in size and importance. Increased attendance is indicative of a thorough interest in and enthusiasm for the type of program offered convention delegates.

Delegates to these annual conventions have the privilege and opportunity to meet and work with no less than one thousand youthful citizens from all states and nearby foreign countries. Four days will be spent in San Francisco, attacking problems of youth with youthful vigor. Four full days of—"What are some of the social problems which young people must help to solve?"—"Unemployment and Relief"—"Health and Safety"—"International Cooperation" and "Cultivating Wholesome Attitudes Toward World Problems". Well organized discussion follows. The stage is set for four days of intensive and interesting participation by junior and senior high school delegates on very real problems. It is their opportunity to offer potential solutions to their problems in a cooperative fashion. These convention experiences will leave their imprint upon these young American citizens who will return to their respective communities with a renewed enthusiasm.

No less thrilling will be the evening entertainment. A dinner dance with short talks by Juniors, music by nationally known radio artists, and dancing. International night will feature folk dances and pageantry by San Francisco nationality groups. Delegates in costumes will sing their songs and dance their dances—each participating in this delightful world good will pageant. A sight-seeing tour marks the close of convention festivities.

Junior and senior high school officials should arrange to send their delegates. This experience may not again come within reach of the young people of California or the West. High school officials should plan with local Red Cross officials now for a good delegation.

INTERPRETATIONS OF SCHOOL LAW

APPELLATE COURT DECISION

Liability of District for Injury to Student Spectator at School Football Game Caused by Another Student

Where in an action against a school district for damages for injuries incurred by the plaintiff at a football game, the complaint alleged that the game was held under the direction, management and supervision of the district, that the plaintiff and other students of the district attended the game as paying spectators, that the district undertook to supervise such students during the game, that certain students engaged in acts of rowdyism which the district negligently did not attempt to suppress, and that a student engaged in an act of rowdyism threw a bottle which struck plaintiff causing the injuries complained of, the complaint does not state a cause of action against the district.

The liability of a school district for injuries to its pupils rests upon School Code section 2.801, which section does impose a liability on a district for injuries resulting from the unlawful or willing misconduct of its students or for injuries resulting from the negligence of a fellow student. To hold the district liable for the injuries complained of by the plaintiff, it is necessary to prove the district guilty of negligence. The complaint does not allege any facts upon which the conclusion of the plaintiff that the district was negligent could be based, and it cannot be said, as a matter of law, that rowdyism is the natural attendant of a football game or that the district should have foreseen that such would be the result of the game. A school district is not an insurer of the safety of pupils at play or elsewhere. (*Weldy v. Oakland High School District* etc., 88 C.A.D. 718, 65 Pac (2nd) 851).

ATTORNEY GENERAL'S OPINION

Treatment of Pupils in Public Schools by Physical Inspectors

Opinion number 4230 of the Attorney General, dated October 26, 1921, was and still is a correct interpretation of the law as set forth in Political Code section 1618a and Political Code section 1610 prior to the enactment of the School Code and thereafter in School Code

sections 1.100-1.123, 5.190-5.195 and 6.50. (Letter of Attorney General to Alfred E. Lentz, March 5, 1938.)

Under Political Code section 1618a and Political Code section 1610(5), the governing board of a school district may, with the consent of the parents or guardians of the pupils concerned, provide that a physician, nurse, oculist, dentist, or optometrist employed by the board as a physical inspector may treat such pupils, and otherwise practice his profession in the public schools under the direction of the board at no expense to the parents or guardians of the pupils. No treatment may be given pupils in private schools by such physical inspectors or other employees. (A.G.O. 4230, October 26, 1921.)

FOR YOUR INFORMATION

STATISTICAL SUMMARIES, 1935-36

The following tabulation of state summaries of educational and financial statistics for the school year 1935-1936 has been prepared by the Division of Research and Statistics. A similar tabulation will be prepared for comparative purposes for the school year 1936-1937 as soon as the statistical reports have been audited completely.

1. Net total state income, 1935-36 (from State Controller) -----	\$198,379,039.00
2. Total state appropriations and apportionments for education, 1935-36:	
a. State Department of Education, including State Library, state textbooks for elementary schools, and teachers retirement funds -----	\$1,396,190.49
b. State (teachers) colleges -----	1,576,936.94
c. State special schools (blind, deaf, nautical, and polytechnic schools) -----	435,455.78
d. University of California -----	6,879,678.87
e. Junior colleges -----	2,178,556.90
f. High schools -----	25,771,849.61
g. Elementary schools -----	41,589,281.86
h. Total state appropriations and apportionments for education -----	\$79,827,950.54
3. Total net expenditures of public moneys for public education, 1935-36 (excluding fees, etc.):	
a. School district expenditures (elementary, high school, and junior college districts):	
1) Current expense -----	\$118,144,774.88
2) Capital outlays -----	28,232,614.26
3) Bond interest -----	9,635,561.26
Total -----	\$156,012,950.40
b. County educational expenditures (county superintendents of schools, county boards of education, and miscellaneous county school funds) -----	\$1,534,202.62
c. State special schools -----	435,455.78
d. State (teachers) colleges -----	1,576,936.94
e. University of California -----	7,457,887.23
f. State Department of Education -----	1,545,472.94
g. Total net expenditures of public moneys for public education -----	\$168,562,905.91

4. Total net receipts for public education, by sources, 1935-36:

a. Federal

1) Districts	\$9,265,283.40
2) State Department of Education.....	149,282.45
3) University of California.....	578,208.36

Total, Federal	\$9,992,774.21
----------------------	----------------

b. State

1) Districts and counties.....	\$69,539,688.46
2) State special schools.....	435,455.78
3) State (teachers) colleges.....	1,576,936.94
4) State Department of Education.....	1,396,190.49
5) University of California.....	6,879,678.87

Total, State	79,827,950.54
--------------------	---------------

c. Local

1) District taxes and miscellaneous receipts	\$57,085,453.17
2) Current receipts, bond interest and sinking funds of districts.....	20,739,207.26
3) County taxes	3,253,216.60

Total, Local	81,077,877.03
--------------------	---------------

d. Grand Total, Net current receipts, excluding prior-year balances

\$170,898,601.78

e. Prior-year balances

1) In district funds.....	\$31,786,396.37
2) In county school funds.....	1,751,593.07
3) In bond interest and sinking funds of school districts	13,405,795.85

Total, prior-year balances.....	46,943,785.29
---------------------------------	---------------

f. Grand Total, Current receipts and prior-year balances..... \$217,842,387.07

5. Sources of state contributions for education, 1935-36

a. State General Fund..... \$78,969,698.18

b. Earmarked funds

1) Permanent school fund.....	611,000.66
2) Inheritance taxes, (teachers permanent fund)	247,251.70

c. Total

\$79,827,950.54

6. Enrollments, 1935-36

a. University of California.....	26,431
b. State (teachers) colleges.....	12,444
c. Junior college grades (13-14 and specials)---	41,358
d. High school grades (9-12 and specials).....	609,388
e. Elementary grades (1-8 and specials).....	765,693
f. Kindergartens	64,619
g. State special schools.....	877

h. Total enrollments, 1935-36..... 1,520,810

FIFTH ANNUAL CONFERENCE ON BUSINESS EDUCATION

The Fifth Annual Conference on Business Education will be held under the auspices of The School of Business, University of Chicago, on June 30 and July 1, 1938. The general subject will be "Business as a Social Institution". Leading educators and business men will take part in the program.

"Interpretation of Business as a Social Institution" is the topic set for Thursday, June 30. Speakers will present the point of view of business, government, and labor. Technology, manufacturing, and distribution are some of the aspects of the topic to be considered.

Educational programs and procedures will be discussed on the second day of the Conference with sessions arranged for teachers, and for students on elementary, secondary, and college levels.

Information concerning the Conference may be obtained from Ann Brewington, Assistant Professor of Business Education, and Chairman of the Conference Committee, The School of Business, University of Chicago.

EDUCATIONAL BROADCASTS

Broadcasts Sponsored by the California State Department of Education

Education Today, Saturdays, 6:00-6:15 p.m., KGO
Pageant of Youth, Wednesdays, 10:00-10:30 p.m., KLX
Adventures in Science, Fridays, 8:00-8:30 p.m., KLX
Golden Days, Mondays, 9:00-9:15 p.m., KRE
Vocational Agriculture, Tuesdays, 9:00-9:15 a.m., KPO, KFI, KFSD, KMJ
Drama in Literature, Fridays, 4:30 p.m., KFAC
Sands of Time, Sundays, 11:45 a.m., KHJ
Landmarks, Mondays, 4:30 p.m., KECA

Alameda School of the Air

Great Moments from Literature, Mondays, 1:30-1:45 p.m., KLX
Exploring Nature's Secrets, Tuesdays, 1:30-1:45 p.m., KLX
California History Program, Wednesdays, 1:30-1:45 p.m., KLX
The Adventures of Brother Buzz, Thursdays, 11:15-11:30 a.m., KLX
David and Susan in California, Thursdays, 1:30-1:45 p.m., KLX
United States History Program, Fridays, 1:30-1:45 p.m., KLX

Selected Educational and Entertainment Broadcasts

Sundays

9:00 a.m.—Home Symphony Orchestra. KPO, KFI, KMJ, KFBK.
9:30 a.m.—Salt Lake City Tabernacle Choir and Organ Program. KNX, KSFO.
9:30 a.m.—University of Chicago Round Table Discussion. KPO, KFI, KERN.
10:00 a.m.—The Garden Guide. KPO, KFI.
10:15 a.m.—Romance of the Highways. KFRC, KHJ, KQW, KDON, KGB, KPMC.
10:30 a.m.—Europe Calling. KSFO, KNX.

- 11:00 a.m.—The Magic Key of RCA. KGO, KECA, KFSD, KFBK, KWG, KMJ, KERN.
 1:30 p.m.—The World is Yours. KGO, KFI.
 6:30 p.m.—Reader's Guide. Joseph Henry Jackson. KFSD, KECA, KERN, KFBK, KWG, KMJ.
 7:30 p.m.—Headlines and Bylines. KNX, KSFO.
 9:00 p.m.—Tales of California. KGO.
 9:30 p.m.—One Man's Family. KPO, KFI.
 9:45 p.m.—The University Explorer. KGO, KECA, KERN, KFBK, KFSD, KWG.

Mondays

- 11:00 a.m.—Navy Band. KFSD, KMJ, KERN, KWG, KFBK. KGO at 11:15 a.m.
 1:30 p.m.—Radio University. KGB, KQW, KPMC, KHJ, KDON, KFRC.
 3:00 p.m.—United States Army Band. KGO, KWG, KFSD, KECA, KERN.
 4:00 p.m.—Music is My Hobby. KGO, KWG, KECA, KFSD.
 6:00 p.m.—Philadelphia Orchestra. KGO, KECA, KFSD, KFBK, KWG, KERN.
 7:30 p.m.—Brave New World. KSFO, KNX.
 7:30 p.m.—National Radio Forum. KGO, KFSD, KECA.
 9:15 p.m.—Stanford University Program. KGO, KFSD, KECA.
 10:15 p.m.—White Fires. KNX, KSFO.

Tuesdays

- 9:00 a.m.—Vocational Agriculture. KPO, KFI, KFSD, KMJ.
 11:00 a.m.—Fun in Music. KPO, KFI.
 11:15 a.m.—Let's Talk it Over. KGO, KECA, KERN, KWG, KFBK, KMJ, KFSD.
 11:30 a.m.—General Federation of Women's Clubs. KPO.
 12:00 noon—United States Marine Band. KFSD, KECA. KGO at 12:20.
 1:45 p.m.—Current Questions Before Congress. KSFO, KNX.
 3:00 p.m.—Science in the News. KPO, KECA.
 4:00 p.m.—Western Education Forum. KGO, KECA. First and third Tuesdays.
 5:30 p.m.—Headlines on Parade. Knox Manning. KSFO, KNX.
 7:45 p.m.—Dale Carnegie. KPO, KFI.
 8:15 p.m.—National Student Federation. KECA, KFSD, KERN, KFBK, KMJ. March 15, April 12, May 17.
 9:45 p.m.—The University Explorer. KGO, KECA, KFBK, KERN.

Wednesdays

- 9:45 a.m.—Student Science Clubs of America. KPO, KFI. March 16, April 20, June 15.
 11:00 a.m.—Your Health. KPO, KFI, KMJ, KFBK.
 11:15 a.m.—Let's Talk it Over. KGO, KECA, KERN, KWG, KFBK, KMJ, KFSD.
 12:45 noon—Metropolitan Opera Guild. KGO, KECA, KFSD, KWG, KFBK, KERN, KMJ.
 1:30 p.m.—National Congress of Parents and Teachers. KGO, KECA, KFSD.
 1:30 p.m.—Radio University. KGB, KQW, KPMC, KHJ, KDON, KFRC.
 3:00 p.m.—America's Schools. KPO, KECA.
 4:45 p.m.—Science on the March. KGO, KFSD, KECA, KERN, KWG, KFBK.
 7:30 p.m.—Hobby Lobby. KNX, KSFO.
 9:00 p.m.—Cavalcade of America. KNX, KSFO.

Thursdays

- 9:15 a.m.—Your News Parade. Edwin C. Hill. KNX, KSFO.
 11:00 a.m.—Standard School Broadcast. KPO, KFI, KFSD.
 11:15 a.m.—Let's Talk it Over. KGO, KECA, KERN, KWG, KFBK, KMJ, KFSD.
 12:15 noon—Eastman School of Music. KGO, KECA, KFSD, KWG. KGO at 12:20.
 1:30 p.m.—Better Business Bureau. KNX.
 1:30 p.m.—General Federation of Women's Clubs. KGO, KFSD, KECA, KERN, KWG. March 17, April 21, May 19, June 16.
 3:00 p.m.—Let's Pretend. KNX, KMPC.
 3:45 p.m.—Children's Hour. KGO.
 5:00 p.m.—March of Time. KGO, KECA, KFSD, KFBK, KWG, KMJ, KERN.
 5:45 p.m.—Milestones in American Music. Rochester Philharmonic Orchestra. KGO, KECA.
 6:30 p.m.—America's Town Meeting of the Air. KGO, KECA, KFSD.
 8:15 p.m.—Standard Symphony Hour. KPO, KFI.
 9:45 p.m.—The University Explorer. KGO, KECA, KFBK, KERN.
 10:15 p.m.—Art of Conversation. KNX, KSFO.

Fridays

- 12:15 noon—California Agriculture. KGO, KFSD, KECA.
 12:45 noon—Commonwealth Club Luncheon. KGO, KFSD, KERN.
 1:30 p.m.—Radio University. KGB, KQW, KPMC, KHJ, KDON, KFRC.
 3:00 p.m.—Education in the News. KPO, KECA.
 3:00 p.m.—Music for Fun. KMPC.
 4:30 p.m.—Hendrik Willem Van Loon. KPO, KERN.
 6:30 p.m.—Spelling Bee. KGO, KFSD.
 6:45 p.m.—Your Government at Your Service. KPO, KECA, KWG, KMJ, KERN.
 9:15 p.m.—California State Chamber of Commerce Program. KGO, KECA, KFSD, KFBK, KWG, KMJ, KERN.

Saturdays

- 7:30 a.m.—The Child Grows Up. KPO.
 8:00 a.m.—Cincinnati Conservatory of Music. KNX, KSFO.
 8:00 a.m.—Florence Hale's Radio Forum. KPO, KFI.
 8:30 a.m.—Music and American Youth. KPO. March 12, March 19, March 26.
 9:00 a.m.—Call to Youth. KGO, KFSD, KECA, KFBK.
 10:00 a.m.—Monitor's Children's Program. KNX.
 10:55 a.m.—Metropolitan Opera. KGO, KECA, KFSD, KFBK, KWG, KMJ, KERN.
 11:15 a.m.—Why Go to College? KNX, KSFO.
 1:00 p.m.—Calling All Stamp Collectors. KPO, KFI.
 2:00 p.m.—Story of Industry. KNX, KSFO.
 2:00 p.m.—Great Plays. KPO, KFI.
 3:00 p.m.—Columbia Chorus Quest. KNX, KSFO.
 3:15 p.m.—The Master Builder. KGO, KFBK.
 5:30 p.m.—Music and American Youth. KPO, KFI, KERN.
 6:00 p.m.—Education Today. KGO, KECA, KFSD, KERN, KFBK, KWG, KMJ.
 6:15 p.m.—Safety First. California State Automobile Association. KGO, KWG, KERN, KMJ, KFBK, KFSD, KECA.
 6:30 p.m.—American Portraits. KPO.
 7:00 p.m.—Symphony Orchestra. KGO.

Daily Except Saturdays and Sundays

- 9:15 a.m.—Your News Parade. Edwin C. Hill. KNX, KSFO.
11:30 a.m.—American School of the Air. KNX.
11:45 a.m.—Department of Agriculture. KGO, KFSD, KECA, KTAR.
12:00 noon—Agricultural Bulletin. KGO.
1:45 p.m.—Classic Hour. KECA.
3:00 p.m.—American School of the Air. KSFO.
3:00 p.m.—Concert Hall. KFRC.
5:45 p.m.—Boake Carter, Commentator. KNX, KSL.

April Radio Program Subjects

The April programs for the radio series *The World Is Yours*, which are released over the NBC Red Network on Sunday afternoon at 4:30, EST. in cooperation with the Smithsonian Institute, have just been announced by the Office of Education.

- April 3—Birds of Prey
April 10—Introducing the Universe
April 17—The Inca Empire of the Sun
April 24—Silver Through the Centuries

JUNIOR AUDUBON CLUBS

Membership of school children in Junior Audubon Clubs is being encouraged by the National Association of Audubon Societies as a way of stimulating appreciation of birds and interest in their protection. During the school year of 1936-37, more than six thousand such clubs were organized with 170,210 children enrolled as members. Since the inception of the Club plan, over 5,500,000 children have enrolled.

Ten or more children may form a Junior Audubon Club, each bringing to the teacher or leader a fee of ten cents. Each child will receive six bird pictures, with six outline drawings which may be colored. With these pictures are sent six four-page leaflets written by well-known authorities on bird life. Each Club member also received an attractive Audubon button, which serves as a badge of membership in the Club. This year's button displays the Yellow-throat.

If twenty-five or more children form a Club, the teacher, leader, or Club itself receives free a year's subscription to *Bird-Lore*, the illustrated magazine of the Audubon Association.

Forming a Junior Audubon Club is a splendid way to vitalize natural science work, as well as awaken in the boys and girls appreciation of the beauty and economic value of our native birds.

Because of its endowment, the National Association of Audubon Societies is able to supply educational materials for nature study to teachers and children at approximately half cost. The address of the Society is 1775 Broadway, New York.

REQUESTS FOR INFORMATION

The California State Department of Education has received a letter from Frank M. Jordan, Deputy Secretary of State, regarding requests for information which come to his office from the school children of the state.

Mr. Jordan points out that it is impossible to answer all the inquiries since there is no central bureau of state government which publishes documents and pamphlets covering the various subjects and no department can undertake to search through the state reports to compile the information.

Answers to many of the questions asked about the soil, industry, population, products, and climate of the state may be found by consulting reference books available in local libraries. Mr. Jordan suggests that teachers advise the pupils to apply at the library rather than to communicate directly with the state departments for information.

SCHOLARSHIPS AT MICHIGAN COLLEGE OF MINING

Annually the Michigan College of Mining and Technology, upon the recommendation of the superintendent of public instruction, offers a scholarship to one deserving high school graduate from each state whose scholarship standing places him in the upper half of his class. The scholarship remits the matriculation fee of \$25 and tuition fees amounting to \$50 each year throughout the regular four-year course. Any California high school student interested in the 1938 scholarship should send his application to the Superintendent of Public Instruction immediately, submitting a transcript of his high school record filled out by his principal. Information concerning requirements for admission should be obtained from L. F. Duggan, Registrar, Michigan College of Mining and Technology, Houghton, Michigan.

MAY DAY—CHILD HEALTH DAY

Sunday, May 1, 1938, has been proclaimed as Child Health Day by the President of the United States in accordance with a Congressional resolution of May 18, 1928. Since May Day falls on Sunday, supplementary observance has been arranged this year for April 30 and May 2. Parents' Week is also scheduled in connection with Child Health Day when observance is officially designated to begin. The culmination of Parents' Week comes on Mother's Day, May 8.

The Children's Bureau of the United States Department of Labor, sponsoring the celebration of Child Health Day, has suggested the slogan "Speed Children on the Road to Health." Every community is urged to make full use of its resources in order to insure to children

safe birth, normal growth, protection against disease and accident in their progress from infancy to maturity. Local school authorities are urged to join in the observance of the Day by promoting jointly with other community groups various child-health activities. Through exhibitions and demonstrations the children of each locality should illustrate the knowledge that they have gained during the year of ways to protect their own health and that of the community.

THE HISTORY OF TRANSPORTATION FILM

The Fisher Body Division of the General Motors Corporation has produced a sound film based on the Outline History of Transportation edited by Dean Archibald L. Bouton, of New York University. The film shows the story of transportation from early days up to the modern automobile, streamline trains and modern ocean transports. A portion of the film is devoted to the development of the modern motor car and is interspersed in proper order with such events in transportation as the completion of the Panama Canal, Lindbergh's flight to Paris, the opening of the first vehicular tunnel under the Hudson River, the flight of the Graf Zeppelin around the world and the inauguration of airplane service to China.

The Fisher Corporation is also distributing the new official American League sound film, "Batter Up". This film includes views of the American League's baseball school, the all-star game and the world series. There is a group of baseball problem plays and several scenes which depict the hobbies of New York Yankee players.

The film is available in 2- and 4-reel lengths and in 16- and 35-millimeter sizes, but requires a sound projector for showing.

These films may be obtained from the Fisher Body Corporation, General Motors Building, Detroit, Michigan. The user is required to pay only the shipping charges to and from Detroit.

PROFESSIONAL LITERATURE

REVIEWS

JOHN A. HOCKETT and E. W. JACOBSEN. *Modern Practices in the Elementary School*. Boston: Ginn and Company, 1938. Pp. v+346.

A new book on elementary education by California authors, packed full of examples of modern practices chosen from typical California elementary school classrooms, should be of special interest to California educators. The combination of authorship is particularly fitting. One author is a professor of elementary education at the University of California prominently identified with the development of the progressive education movement; the other is City Superintendent of Schools in Oakland, where the schools have long been noted for their progressive character. Both authors have been members of the California State Curriculum Commission and in this capacity have contributed to its curriculum publications and participated in the formulation of state curriculum policy.

One of the outstanding features of the book is its unified treatment of theory and practice. Statements of purposes and principles, and explanations of procedures are accompanied by examples of classroom practice. Often the illustration precedes the discussion of purpose or principle. Examples are skilfully interpreted so that the purpose achieved or principle represented is always clear.

The chapter titles not only indicate the scope of the book but also something of its point of view and general nature of the presentation: "Current Trends in Elementary Education," "Organizing the Class for Living and Learning," "Developing a Unit of Work," "Managing the Daily Program," "Making the Most of the Environment," "Utilizing Children's Latent Creative Abilities," "Making Discipline Educative," "Meeting Individual Needs," "Meeting the Needs of Unusual Children," "The Teacher's Resources." Each chapter closes with a short list of "Suggestions for Thought and Discussion," and a well-selected list of references for further study. Several well reproduced photographs illustrating children's activities enhance the appearance of the book.

The first two chapters give a general overview of the modern educational program and set the stage for a consideration of more specific procedures by presenting a concise but concrete statement of the most important features which characterize the modern program and distinguish it from the traditional. Fundamental concepts such as the following are presented here and simplified and further illustrated in subsequent sections: wholesome, many-sided, integrated personalities as the product of the school; basing learning procedures on fundamental human needs, interests and drives to action; satisfaction in cooperation rather than in competition as a basis for developing desirable social conduct.

For those who may have hesitated to initiate an activity program because of lack of facilities, the treatment of physical plant and equipment under the heading, "Making the Most of Environment" should prove encouraging. Although physical facilities are highly important, inadequate housing and equipment are not insurmountable obstacles. Numerous examples show how such limitations which first appear to hamper the development of a modern program may become the very means for introducing some worth-while activity.

The chapter on discipline is particularly effective, not merely because of its many excellent examples of how difficult situations have been handled, but more

because the psychological principles underlying the development of desirable conduct apply equally well to other aspects of learning. This treatment, therefore, contributes to a better understanding of procedures discussed elsewhere, in terms of their contribution to the development of an integrated personality. The aim of discipline is conceived as the development of intelligent self-control, a true aim of all teaching, rather than merely the establishment of proper teaching conditions in the class room, the latter being often mistaken as the sole or chief purpose of discipline.

As would be expected, major emphasis is placed on such features of the modern school as the activity program, capitalizing children's interests, utilizing pupil initiative, stimulating creative endeavor and the like. Nevertheless, the purpose and place of routine and drill are not neglected. The chapter on "Managing the Daily Program," presents sample schedules in which ample time allotment is provided for the development of skills. The chapter on "Meeting Individual Needs" offers many suggestions on methods and materials for drill on tool subjects. Equally if not more important, however, are the indications throughout other chapters of how basic knowledge and skills are mastered in direct connection with units of the activity program.

The book is written in simple language and interesting style. Narrative accounts of activities and descriptions of class situations skilfully combined with explanations of principles and procedures sustain the interest and hold the attention of the reader. Intended as a textbook for teacher training classes and as a reference for teachers in service, it serves both purposes well and should prove stimulating and inspiring to both groups of readers. The use of this book will not only create a better understanding of modern practices in the elementary school, but should result in promoting this development.

IVAN R. WATERMAN

PAULINE GIBSON. *Handbook for Amateur Broadcasters*. Pittsburgh, Pennsylvania: Scholastic Publications, 1937. Pp. 58. \$50.

A practical handbook for those interested in amateur broadcasting. This pamphlet gives excellent suggestions for starting a radio guild and the writing of radio script. Furthermore it tells how to use sound effects and the various ways of producing them. A chapter is given to the proper use of music in broadcasting, including the selection of compositions for different situations, how these are cleared with the holders of copyrights, and union regulations. Suggestions in regard to the proper production of script over the radio including the casting of the voice, timing, rehearsals, the giving of cues, and studio etiquette are offered. Various illustrations with photographs and charts are included.

The author is a leader in the field of school broadcasting and for several years has served as Director of the Scholastic Radio Guild, the national organization of high school broadcasting groups. She is also author of numerous scripts for local and network production.

IRA W. KIBBY

CURRENT PUBLICATIONS RECEIVED

- BRINK, WILLIAM GERARD. *Directing Study Activities in Secondary Schools*. Garden City, New York: Doubleday, Doran and Company, Inc., 1937.
- Depression, Recovery, and Higher Education*. Committee Y, American Association of University Professors. New York: McGraw-Hill Book Company, 1937.
- DEUTSCHE, JEAN MARQUIS. *The Development of Children's Concepts of Causal Relations*. Institute of Child Welfare Monograph Series No. XIII. Minneapolis: University of Minnesota Press, 1937.
- Education of Negroes. A Five-Year Bibliography, 1931-1935*. Prepared by Ambrose Caliver and Ethel G. Greene. United States Department of the Interior, Office of Education Bulletin 1937, No. 8. Washington: The United States Government Printing Office, 1937.
- GREEN, ELIZABETH LOY. *A Guide to the Screen Version of "Benefits Forgotten"*. Group Discussion Guide, Vol. III, No. 3, March, 1938. Newark, New Jersey: Educational and Recreational Guide, Inc.
- HUGGERTY, MELVIN EVERETT. *The Education Program. The Evaluation of Higher Institutions*, Vol. III. Chicago: University of Chicago Press, 1937.
- LA PORTE, WILLIAM RALPH. *The Physical Education Curriculum: A National Program*. Los Angeles: The Caslon Printing Company, 1937.
- Library Manual for Virginia Public Schools*. Virginia State Board of Education, Vol. XX, No. 2, August, 1937. Richmond: Virginia State Board of Education.
- List of Publications of the Office of Education 1910-1936*. Including those of the former Federal Board of Vocational Education 1912 to 1933. United States Department of the Interior, Office of Education Bulletin 1937, No. 22. Washington: United States Government Printing Office, 1937.
- Minimum-Salary Law for Teachers*. Committee on Tenure. Washington: National Educational Association, 1937.
- Motion Pictures in Education. A Summary of the Literature*. Committee on Motion Pictures in Education. New York: The H. W. Wilson Company, 1937.
- MURSELL, JAMES LOCKHART. *The Psychology of Music*. New York: W. W. Norton and Company, Inc., 1937.
- Opportunities for the Preparation of Teachers of Children of Native and Minority Groups*. Prepared by Katherine M. Cook, Chief, Division of Special Problems, United States Department of the Interior, Office of Education Pamphlet No. 77. Washington: United States Government Printing Office, 1937.
- POWERS, FRANCIS F., and HETZLER, MARJORIE. *Successful Methods of Teaching English to Bilingual Children in Seattle Public Schools*. United States Department of the Interior, Office of Education Pamphlet No. 76. Washington: United States Government Printing Office, 1937.
- Report*. Committee on Research, National Association of Deans of Women. Washington: National Association of Deans of Women, 1937.

The Sixth Yearbook of School Law. Edited by M. M. Chambers. Washington: American Council of Education, 1938.

Special Methods and Psychology of Elementary School Subjects. Review of Educational Research, Vol. VII, No. 5, December, 1937. Washington: American Educational Research Association of the National Educational Association.

Student Interests and Needs in Hygiene. United States Department of the Interior. Office of Education Bulletin 1937, No. 16. Washington: The United States Government Printing Office, 1937.

DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

	Term Expires
A. Heber Winder, President, 204 Loring Building, Riverside.....	1940
Armistead B. Carter, Bank of America Building, San Diego.....	1938
Ford A. Chatters, Lindsay.....	1941
Dr. Lewis P. Crutcher, 3204 E. Second Street, Long Beach.....	1940
Miss Alice H. Dougherty, 4508 Pleasant Valley Court, Oakland.....	1940
Arthur W. Eckman, 420 Story Building, Los Angeles.....	1939
R. E. Golway, 3959 H Street, Sacramento.....	1939
Mrs. Edna Kasch, 417 Oak Park Avenue, Ukiah.....	1941
Daniel C. Murphy, 90 Justin Drive, San Francisco.....	1938
Miss Alice Rose Power, 233 Claremont, San Francisco.....	1939

Walter F. Dexter, Secretary and Executive Officer

Mrs. Florence B. Argall, Assistant Secretary

STAFF

(Unless otherwise indicated all staff members may be reached at Sacramento)

- Walter F. Dexter, Superintendent of Public Instruction, Director of Education
 Beryl Cole, Administrative Assistant
 Alfred E. Lentz, Administrative Adviser
 J. A. Burkman, State College Adviser
 Marion H. Ketcham, Assistant Secretary and Principal Clerk, Public School Teachers' Retirement Salary Fund Board
 Henry M. Lynn, Departmental Accountant
- Sam H. Cohn, Deputy Superintendent of Public Instruction
 Walter E. Morgan, Assistant Superintendent of Public Instruction and Chief of Division of Research and Statistics
 C. F. Muncy, Assistant Chief
- Irene Taylor Heineman (Mrs.), Assistant Superintendent of Public Instruction, 311 California State Building, Los Angeles
- Ivan R. Waterman, Chief of Division of Textbooks and Publications
 W. S. Dyas, Chief of Bureau of State Printed Textbooks
- Evelyn A. Clement (Mrs.), Chief of Division of Teacher Training and Certification
- J. C. Beswick, Assistant Executive Officer, Commission for Vocational Education and Chief of Bureau of Trade and Industrial Education
 Julian A. McPhee, Chief of Bureau of Agricultural Education, California Polytechnic School, San Luis Obispo
 Ira W. Kibby, Chief of Bureau of Business Education
 Maude I. Murchie, Chief of Bureau of Homemaking Education
 H. D. Hicker, Chief of Bureau of Vocational Rehabilitation
 J. M. Dodd, District Supervisor of Vocational Rehabilitation, 303 State Building, San Francisco
 W. E. Smith, District Supervisor of Vocational Rehabilitation, 107 California State Building, Los Angeles
- George C. Mann, Chief of Division of Adult and Continuation Education, 311 California State Building, Los Angeles
 Gertrude Laws, Bureau of Parent Education, 311 California State Building, Los Angeles
- Helen Heffernan, Chief of Division of Elementary Education and Rural Schools
 Gladys L. Potter (Mrs.), Assistant Chief
- W. H. Orton, Chief of Division of Physical and Health Education
 Winifred Van Hagen, Chief of Bureau of Physical Education for Girls
- Mabel R. Gillis, State Librarian, Chief of Division of Libraries
 Eleanor Hitt, Assistant Librarian
- Chas. Bursch, Chief of Division of Schoolhouse Planning
 Aubrey A. Douglass¹, Chief of Division of Secondary Education
- Commission for Special Education
 H. D. Hicker, Chief of Bureau of Vocational Rehabilitation, Chairman
 R. S. French, Chief of Bureau for the Education of the Blind; Principal, California School for the Blind, Berkeley
 Elwood A. Stevenson, Chief of Bureau for the Education of the Deaf; Principal, California School for the Deaf, Berkeley
 Lillian B. Hill (Mrs.), Chief of Bureau of Mental Hygiene
 Mabel F. Gifford (Mrs.), Chief of Bureau of Correction of Speech Defects, 317 State Building, San Francisco

¹ On leave.